高雄的印尼大学生推拉因素, 内在动机和学生满意度的研究

A Research of Push and Pull Factor, Intrinsic Motivation and Student Satisfaction Among Indonesian Students, Based on the Kaohsiung Area

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ABSTRACT

Education plays a very significant role in the development of any country because it is where the highest quality human resource comes from. This study aimed to provide an overview about Indonesian education system and how it affects the students in their study life. This paper focuses on advantages of studying abroad and provides some tips of making the most of a studying abroad experience. The method of this research is sampling and questionnaire. Specifically, the study conceptualizes quality education, quality living and career opportunity as push factors and national embeddedness, cultural, social and family embeddedness as pull factors, which may affect student's intrinsic motivation to student' satisfaction when they studied in other country. Research results based on a sample of 231 respondents, Analysis using SPSS 20 statistical analysis software. The result of Pull factor Study Abroad of the Embeddedness, national Embeddedness, language proficiency, cultural and social, Family Embeddedness will have nonsignificant effect on Intrinsic Motivation of studying abroad. In Push factor study abroad, quality Education, quality living and career opportunity will have significant positively on intrinsic motivation, and intrinsic motivation of studying abroad will have significant positively effect on student satisfaction. From this study, Taiwanese government and universities can achieve some insights about how Indonesian students made here their study destination, from that they can develop policies and solutions to help not only Indonesian student but international students precisely.

Keywords ：Education System, Higher Education, Study Abroad, Taiwanese Education, Push and Pull Factor

1. Introduction

1.1. Research Background.

Nowadays, with the development of the society and then remarkable improvement of people's living standards, no one can disagree that education is the most important aspect of people's life. Education is very important thing in everyone's life. Many people even think that is their priority and I definitely agree with that Education has always been regarded as a key sector in each country, and it is where human resources for the country come from. In Indonesia, education is often understood simply as: the student must complete all study subjects in the fields of natural sciences, social sciences, the latest in art, sports, and so on, people are focusing more spreading knowledge than training with practical study.

Indonesia, home to 264 million people (2017, World Bank), is the fourth most populous country in the world. It is also the largest archipelago on the globe. Its territory spans more than 17,000 islands that stretch for 3,181 miles along the equator between the Pacific and Indian Oceans. About 87 percent of Indonesia's population is Sunni Muslim, making Indonesia the largest majority Muslim country in the world. But the Southeast Asian country is simultaneously a diverse, complex, and multicultural nation of more than 300 ethnic groups that speak hundreds of different languages. Some 10 percent of the population identify as Christians and about 1.7 percent as Hindus. Indonesia's three largest ethnic groups are the Javanese

(40.1 percent), primarily located on Java, the world's most populated island and home to more than 50 percent of the total Indonesian population; the Sundanese (15.5 percent); and the Malays (3.7 percent). Indonesia's cultural and regional diversity is as vast as the number of its islands. Areas like rural West Timor or Indonesian Borneo (Kalimantan) are worlds apart from the flashy shopping malls of downtown Jakarta, Indonesia's capital city of about 10 million people.

As of now, Indonesia struggles to provide inclusive, high-quality education to its citizens. The country has much lower literacy levels than those of other Southeast Asian nations. An analysis *by the World Bank* showed that 55 percent of Indonesians who complete school are functionally illiterate[1] compared with only 14 percent in Vietnam and 20 percent in member countries of the Organization for Economic Cooperation and Development. Tertiary attainment levels, likewise, are very low: The percentage of Indonesians over the age of 25 that had attained at least a bachelor's degree in 2016 was just under 9 percent, the lowest of all the member states of the Association of Southeast Asian Nations (ASEAN). There may not be much incentive to obtain a tertiary degree—unemployment rates are highest among university-educated Indonesians. The research output of Indonesian universities is growing rapidly, but it's still low compared with that of other emerging economies. Outbound student flows from Indonesia are growing, but they are still relatively modest. Despite being the world's fourth-largest country in terms of population, Indonesia was only the 22nd-largest sender of international students worldwide in 2017, making up less than 1 percent of the more than 5 million students studying abroad that year. According to UIS data, the number of Indonesian degree-seeking students enrolled overseas has grown by nearly 62 percent since 1998, reaching a high of 47,317 in 2016. This growth made Indonesia the third-largest sender of international students among ASEAN member states in 2017, behind only Vietnam (82,160) and Malaysia (64,187).

Figure 1.1 Outbound Indonesia degree seeking student. Source: (UNESCO,2019 World Education Services).

However, Indonesian growth rates are dwarfed by those of smaller regional neighbors like Vietnam, where outbound student numbers mushroomed by nearly 960 percent between 1998 and 2017. Indonesia's outbound mobility ratio is small—only a tiny fraction of the country's students is currently heading overseas. While Vietnam and Malaysia, the two largest senders in the ASEAN, have outbound mobility ratios of 3.56 and 5.14 percent, only 0.57 percent of Indonesia's tertiary students are studying abroad, the second-lowest percentage among all ASEAN member states after the Philippines. This discrepancy is even more pronounced in the case of smaller countries like Singapore and Brunei, which have sky-high outbound mobility ratios of 12.92 and 30.99 percent respectively.

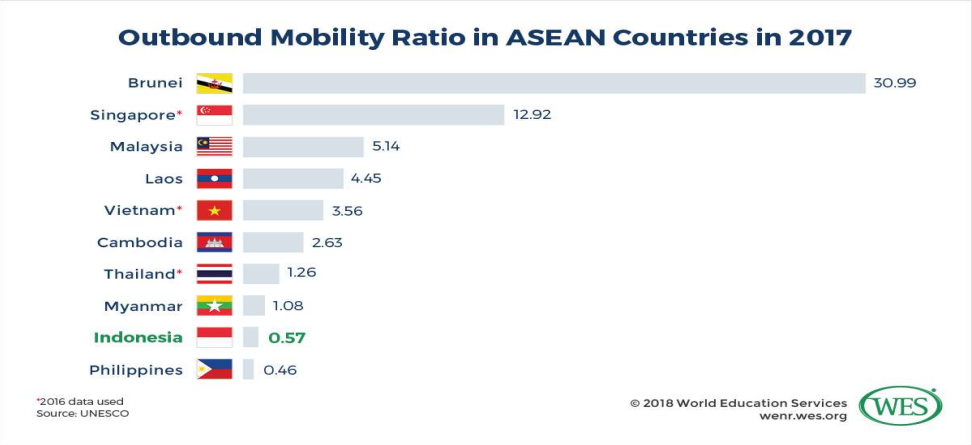


Figure 1.2 Outbound mobility ratio in ASEAN countries in 2017.

1.2. Research Purpose

Globalization has brought to Indonesia a lot of opportunities for economic development and fair competition in the international market. Besides, it also brings many challenges for Indonesia companies especially in matters of labor quality. As mentioned, the current human resources of Indonesia companies in particular is from graduated college students. However, due to the quality of education in Indonesia is currently not able to give the students sufficient skills and knowledge to compete in an international environment, so the young people have now started to select a new trend of investment: study overseas.

In Indonesia, economic development means that a segment of the population is willing and have the ability to afford the international education. In mind of people, the desire to study under the best environment to be able to find a good job is always the tradition and today has become a trend. However, today the desire is not only to fulfill knowledge, languages, experience but tourist and cultural discovery. Study overseas has become a driving force, new goals of many young people in Indonesia today the best environment to be able to find a good job is always the tradition and today has become a trend. However, today the desire is not only to fulfill knowledge, languages, experience but tourist and cultural discovery. Study overseas has become a driving force, new goals of many young people in Indonesia today. Statistically about 5 years recently, most Indonesian students selected countries like Singapore, Taiwan, Malaysia, Mainland China to study instead of the US or European countries. The top three destination countries for Indonesian degree-seeking students enrolled overseas are Australia, the U.S., and Malaysia. Together, these three countries make up the study destinations of nearly 60 percent of all outbound Indonesian students. In Australia, the number of tertiary degree-seeking students as reported by the UIS has remained stable at around 10,000 over the past few years. There were 10,646 Indonesian degree students in the country in 2016 compared with 10,148 in 2004. That choice was made because of the distance, as well as low-cost and the cultural differences are not so much. This study only focuses on Taiwan as a destination to study for Indonesian student.

1.3 Research Objectives and Questions.

Refer to what we mentioned, this study will examine push-pull factors that impact to international students in the different approach compare with the prior education literature by applying pull factor's meaning from expatriation-repatriation research to education study. Indeed, this study will explain the relationship between push-pull factors and satisfaction to study abroad by adds one mediator (intrinsic motivation).

The research questions for this study are conclude as follow:

1. Do the intrinsic motivation influences student decision process whether they are satisfied on study abroad ?

2. Do the factor push and pull study abroad influences students' intrinsic motivation on study abroad ?

More specifically, the thesis will examine the following relationships so as to clearly identify push and pull factors that affect a students' intention to study abroad:

1. The relationships between pull factor with four aspect(Language Proficiency, Culture, Social and Family Embeddedness) and student's intrinsic motivation to study abroad.
2. The relationships between push factor with three aspect (Quality education , Quality of living, Career Opportunity) and student' intrinsic motivation to study abroad.
3. The relationship between students' intrinsic motivation and their satisfaction to study abroad.

1.4 Research Structure.

This research contains five chapters. The first chapter is an outline of research background and motivations, research contributions, and research objectives and questions. Chapter two will address the theoretical background, definitions of relevant variables, and hypotheses development. Next, chapter three presents the statistical method and how the data will be collected. Chapter four presents the results and analysis of collected data. The last chapter, chapter 5, will discuss on research findings. This chapter will highlight the limitation of overall study and some suggestions for the future research. Steps of the research structure are shown in the figure below.

1. Identify the research objective and motivation
2. Develop a conceptual model for the study
3. Collect and review the related literature
4. Distribute questionnaire and collect data
5. Design the questionnaire and sampling plan
6. Analysis data collected and discuss on research findings.

2. Literature Review

2.1. Study Abroad

Study overseas has developed significantly over the last century (Hoffa, 2007; Hoffa & DePaul, 2010). Usually, study abroad applicants traveled to a university in a different country, attended courses for credit at the host university for a full academic year, and fully absorbed themselves in the local culture by either living with a host native family or living in a university campus with other students (Mark, 2011). Today, study abroad students can travel to almost anywhere of the world, enroll in programs that last as little as three weeks or as long as a year, and experience widely divergent degrees of immersion from living with a host family to spending the entire experience with a group of multinational students (Mark, 2011).

2.2 Definitions for Relevant Research Variables.

2.2.1. Pull and Push Factor

Push factors are defined as factors that operate within the home country and initiate a student's decision to undertake international study (Mazzarol&Soutar 2002). Push factors can be comprised of the unavailability of a study program in the home country, lack of access to home universities, and poor quality of education in the home country. Pull factors are comprised of factors in the host country or institution that attract international students (Mazzarol & Soutar 2002) such as interesting culture, living standards, socioeconomic status of the host country, improving career prospects and immigration opportunities

Push and Pull concept "Push and pull" concept has become the most common tool for educational researchers to explain the international student choice of country and institution (Wilkins et al., 2012). Students tend to study abroad because of the lack of capacity and opportunities in their home countries (Altbach, 2004), relatively lower educational quality, the unavailability of some particular subjects (Safahieh and Singh, 2006) as well as social and political issues (Maringe and Carter, 2007). Bourke (2000) in his research found that the most crucial reason that make student wish to study abroad is

enhanced career prospects. The second significant factor is the chance to meet new friends and explore new culture. Chen (2007) supported that idea by suggesting one of the motivations is that the foreign degree could improve the job prospect and the chance to have better salary and promotions.

2.2.2. National Embeddedness

Individuals who have pride about being a citizen of their home country always consist of a strong national identity, have strong ties and bonds with fellow citizen that often represent on how dominant their nationality is to them (Cameron, 2004). Therefore, these kinds of people are tending to be embedded with their home country rather than any other countries. National identity concept has been used in many research related to migration. De Cieri, Sheehan, Costa, Fenwick, and Cooper (2009) have implied that national identity is related to skilled self-expatriates' intention to go back to their home country, while Tharenou and Caulfield (2010) mentioned that expatriates are likely to think that returning back to their home country would be easy because of their familiarity with their national culture. With regard to national embeddedness in this study, students are likely to be embedded in their home country when they strongly identify with their home country, which pulled them to remain study higher education in their home country and less inclined to go study abroad.

2.2.3 Languages Proficiency

Teaching language and learning is a key factor influencing the decision to choose a program and study destination (Cubillo, Sánchez and Cervino, 2006; Counsell, 2011). Most of the students showed a tendency to select the countries that use English as a compulsory language (Crystal, 2001). However, the interest and desire of students to learn the local language can be enhanced with the help of the local community and the university that suggests mastering the local language as an option for students from foreign countries. The university also could show concern for the efforts to empower local language by providing language classes especially for international students. Mastery of the local language by international students is viewed to not only able to give confidence but also considered as a value added to the eligibility of international students in the future (Chung et al., 2009). However, for the assessment of courses taken as examinations and university assignments, students still putting tendency to follow by using English.

2.2.4 Career Opportunity

McDougall & Vaughn (1996) argue that "career development involves aligning individual subjective and more objective career aspects of an organization to find a match between individual and organizational needs, personal characteristics and career roles." This author views career development as a mutual role, based on the needs and circumstances of both individuals and organizations. Career development definitions have evolved over time. Once known as vocational guidance, this definition implies that someone other than the individual (e.g. vocational guidance counselor or an organization) is responsible for the career guidance function, which was largely true for this era (Herr, 2001).

2.2.5 Culture Attraction

Culture is a very complex concept; hundreds of definitions for it are in literatures. Generally, „culture" is viewed as a "complex whole, which delivers a unifying concept for the extensively varied ways of life." "Trying to describe "culture" in a single broadly acceptable definition therefore produces a level of generalization which renders the act of definition useless." (Richards, 1996) Two available uses of this concept in literature, culture as „process" and culture as „product", are described below.

Culture	
As 'Process'	**As 'Product'**
• Derived from anthropology and sociology which regard culture mainly as codes of conduct embedded in a specific social group. Culture designates the social field of meaning production, or the processes through which people make sense of themselves and their lives.	• Derives particularly from literary criticism. Culture is regarded as the product of individual or group activities to which certain meanings are attached, Thus 'high' culture might be used by some to refer to the products of famous artists, whereas 'low' culture might refer to TV soap programs.

Figure 2.1 Concept of culture in literature. Sources: Clarke, 1990 and Richards, 1996

Ashworth (1995) categorized three definitions of culture related to tourism shown in Figure 3 The first one and the most limited definition is aesthetic productivity. Regarded as Art Tourism, this is the simplest form of culture to be commodified for tourism, generally associated with art and artistic products and performance; i.e., theater, ballet, concert, festivals, museums and opera performances (Ashworth, 1995). The second definition of culture is mentioned as „Heritage Tourism", most manifested in a mix of preserved buildings, conserved cityscapes and morphological patterns, as well as places associated with historical events and personalities. The last and the most general of the three definitions of culture mentioned by Ashworth is Place-specific Tourism", „meaning that culture can be defined as the common set of values, attitudes and thus behavior of a social group"(Ashworth, 1995).(Mousavi, Doratli, Mousavi, & Moradiahari, 2016)

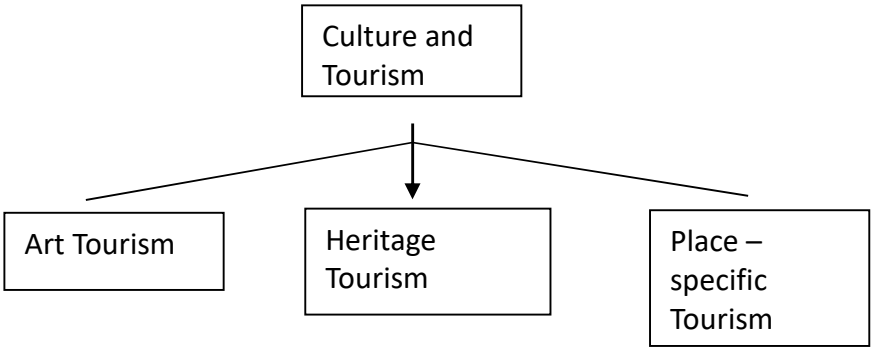


Figure 2.2 Definitions of culture related to tourism. Source Ashworth, 1995.

Other considerations can be found in the motivations of international students taking part in exchange programs, which include enjoying the "tourist and cultural attractions" and "scenery and natural environment" of the destination (Llewellyn-Smith & McCabe, 2008), which often leads to an increase in expending on travel during the period of study abroad (Souto Otero & McCoshan, 2006). Several studies indicate that finding out about the new cultures is the main reason for initiating an exchange (Arteaga Acosta, 2004); (Krzaklewska & Krupnik, 2005).

2.2.6 Quality Living.

The term "quality of life" overlaps but is not synonymous with a number of terms, including "well-being," "social indicators," and "way of life" among others (Andrews, 1980). Many investigators in this area have adopted the phrase "level of well-being" as one that seems to express the quality of life concept most succinctly. However, the definition that will be referred to throughout this report is a somewhat broader one proposed by Rice (1984, p 157)

The concept of quality of life broadly encompasses how an individually measures the 'goodness' of multiple aspects of their life. These evaluations include one's emotional reactions to life occurrences, disposition, sense of life fulfilment and satisfaction, and satisfaction with work and personal relationships (Diener, Suh, Lucas, & Smith, 1999). In the literature, the term 'quality of life' is also often referred to as 'well-being'. However, there are a number of challenges to developing a meaningful understanding of the quality of life and/or well-being literature. The first is to ascertain what, exactly, the terms mean (Clarke, Marshall, Ryff, & Rosenthal, 2000; Farquhar, 1995).

2.2.7 Education Quality

A large part of these discussions from Europe have been documented in the ETUCE publication Quality in Education (2002). Based on a definition of quality in education elaborated by a working group within EI-Europe and ETUCE, the following observations can be made:

- Quality in education is a concept which is rapidly evolving over time, but has also different emphasis according to different national education sectors, cultures and different players in the education system – students, teachers, policymakers, the business community, unions, etc.

- Education is always, in one sense or another, preparing individuals for the future. Young people and children must be given through education the tools to deal with the different tasks that they will need to perform in their lives. They must be helped to prepare themselves for their private lives, but equally be prepared to participate in the economic, cultural and political life of their societies. Education must help young people and children to develop themselves as individuals. They must learn the necessary skills and achieve the essential knowledge that will make it possible for them to play an active part in economic life. As citizens they must to learn to be critical and responsible. In today's world there is also a need to prepare young people and children to understand and participate in activities at an international level.

2.2.8 Social Embeddedness

Social integration includes students' social networks, friends and family relation and economic support. As students move across cultures, challenges of social, linguistic, cultural and academic integration come to the forefront (Tinto, 1975, 1987).

Social integration refers to the degree of integration in social life. The difficulties overseas students face in social integration range from obstacles in foreign language use, being far away from their parents, having different cultural backgrounds, lacking communication skills, and encountering economic problems. Social integration has been researched in four main areas: satisfaction and recognition of their school through social networking, degree of friend and family support, satisfaction with social life, and economic support (Rienties, Grohnert, Kommers, Niemantsverdriet, & Nijhuis, 2011). In addition, foreign language skills are also very important elements in overseas students' social integration (Academic Cooperation Association, 2006; Ramburuth & McCormick, 2001).

Granovetter (1985) have argued that network of interpersonal relations can embedded behavior, which such an argument avoids the extremes of under and over socialized views of human action. Granovetter (2005) deliberate the definition more to social embeddedness as "the extent to which economic action is linked to or depends on action or institutions that are non-economic in content, goals or processes, which are embeddedness of economic action in social networks, culture, politics and religion" (p. 35). (Granovetter, 2005)More recent research from Salisbury, Umbach, Paulsen, and Pascarella (2009) argue that the boundaries of unique social context influence students' educational decision-making, often closely related to their social backgrounds.

2.3.0 Family Embeddedness

The researchers (Shank, Quintal and Taylor 2005; Mazzarol and Soutar 2002; Pimpa 2003) found that family influence is a major factor in overseas study decisions. The opinions of family The researchers (Shank, Quintal and Taylor 2005; Mazzarol and Soutar 2002; Pimpa 2003) found that family influence is a major factor in overseas study decisions. The opinions of family. The researchers (Shank, Quintal and Taylor 2005; Mazzarol and Soutar 2002; Pimpa 2003) found that family influence is a major factor in overseas study decisions. The opinions of family. The researchers Shank, Quintal and Taylor (2005), Mazzarol and Soutar (2002) and Pimpa, (2003) found that the influence of the family is the dominant factor in determining the results of further studies abroad. The views of family members can lead to many kinds of influence on the behavior of an individual (Pimpa, 2003) and the encouragement from a family in a home country become an important factor to be

considered while making decision (Muhammad Safuan, Y., Irma Wani, O., Rudy, A.R., & Norazah, M.S, 2016). Suggestions and views from family and closest individual of students' life is said to affect the choice of host country for the students to pursue higher education. (Bourke, 2000).

Social relationships, whether with family, relatives or friends who are in the destination country can affect the student's decision to study in their country (Lee and Morrish, 2012). The information and support from family and friends is seen as an element of trust that has a strong influence on the individual perception. Previous research found that while students making decisions about their destination country based on their own knowledge, the family and friend's feedback and discussion influence their perception of the university and the country indirectly (Mazzarol and Soutar, 2000; Pimpa, 2003; Petruzzellis and Romanazzi, 2010). The active social network capable in improving students' decision-making period to study abroad.

2.3 Intrinsic Motivation

Ryan and Deci (2000) mentioned to intrinsic motivation as the action for its inherent satisfactions rather than for some continually result, which means intrinsically motivated a person to act for the enjoyable rather than because of external stimulus, pressures, or rewards. The incident of intrinsic motivation was first use animal behaviour experiment to approved, where it was realized that many organisms involve in exploratory, playful, and curiosity-driven behaviours even do not have reinforcement or reward (White, 1959). Miner (2008) mentioned that study abroad experience is highly complex and very individual, Example for this study, if students move to study at foreign countries just because they feel this is interesting and exciting, they are thought to be intrinsically motivated. In the organism stage, it is better to narrowly by using intrinsic motivation to explain individual internal process structure. Thus, we will define intrinsic motivation as the mediator variable in the organism stage.

2.4 Student Satisfaction

Satisfaction affects higher education in multiple ways. Elliott and Shin (2002) noted that ‘‘studies have shown student satisfaction to have a positive impact on student motivation, student retention, recruiting efforts, and fundraising’’ (p. 197). Low (2000) described three attributes of successful higher education institutions: ‘‘They focus on the needs of their students, they continually improve the quality of the educational experience, and they use student satisfaction data to shape their future directions’’ (p. 2). Others have found connections between student satisfaction in specific areas and student retention; for example, Light (2001) indicated that student satisfaction with academic advising is an important part of a successful college experience, and corroborating that sentiment, Bailey, Bauman, and Lata (1998) found that students had a significantly lower level of satisfaction with academic advising than did persisting students. Because student retention is linked to satisfaction, efforts to learn more about factors that influence students’ satisfaction are therefore critical for higher education institutions seeking to improve retention and graduation rates.

2.5. Developments of Research Hypotheses.

2.5.1 Relationships between Pull and Push Factor and Intrinsic Motivation.

Deci and Ryan (1985) proposed cognitive evaluation theory (CET), which is a sub theory of selfdetermination theory, to identify the factors in social contexts that generate unpredictability in intrinsic motivation and looks at how community and environment factors promote or impede intrinsic motivations. CET basically argues that feelings of competence from interpersonal actions and structures (rewards, communication and feedback) during the performance of action can enhance intrinsic motivation for that action because basic psychology human needs for competence are being satisfied, but only happen when the experience also provides for feeling of autonomy (Ryan & Deci, 2000). Applied to this study, push and pull factors mean to be external structures (rewards, communication and feedback) that can impact the individual feeling of making decision (intrinsic motivation) whether to go overseas or not for students in either positive or negative ways.

Embeddedness will enhance negative communication and feedback to students' intrinsic motivation who want to go to study abroad because they are embedded in each aspects; national, job, social, and family. On the other hand, prospect opportunities, which including career opportunity, education quality and quality of living, represent as the rewards that students can obtain after study abroad, which arouse positive feedback to students' intrinsic motivation to study abroad. Therefore, we can propose the hypothesis as following.

2.5.2 Relationship between Intrinsic Motivation and Student Satisfaction

Internal regulation is what is commonly referred to as intrinsic motivation and comprises the ―innate, natural propensity to engage one's interests and exercise one's capacities, and in so doing, to seek and conquer optimal challenges‖ (Deci and Ryan 1985:43). In other words, internal regulation is behind actions that individuals perform purely out of personal pleasure and/or satisfaction. Beyond the categorizations described above, individual researchers often choose to group certain categories together in different ways . For instance, some research focuses on the distinction between autonomous and controlled motivation. In this conceptualization, internal and identified regulation are grouped together and characterized by a relatively high level of autonomy. Similarly, introjected and external regulation are grouped together and characterized by less autonomy and more external control. Other researchers choose to take a more historical approach by using the intrinsic/extrinsic distinctions.

2.6 SEM (Structural Equation Model)

Structural equation model analysis (SEM) using IMB SPSS Amos 21 (Arbuckle, 2012) was used to test the hypothesis. As a data analysis procedure, SEM can be used to analyse both measurement and structural models. This study focused on analyse the structural model, which can be analysed independently from the measurement model (Meyers et al., 2013). The following criteria are generally used to measure model fit (Myers et al., 2013): The chi-square ($\chi 2$) likelihood ratio statistic, the goodness-of-fit index (GFI), the normed fit index (NFI), the comparative fit index (CFI), and the root mean square error of estimation (RMSEA). The chi-square ($\chi 2$) likelihood ratio statistics is the most important absolute fit index, and tests for the difference between the theoretical model and the empirical model (Meyers et al., 2013). A significant $\chi 2$ indicates that the theoretical model does not fit the empirical data, while a non-significant $\chi 2$ indicates a good fit.

2.6.1 The chi-square value

The chi-square value is the most primitive indicator of SEM because it is calculated directly from the function of the ML estimation method [(N-1)FML]. The chi-squared value is as small as possible, but there is no certain standard, because the chi-square value will not only be affected by the number of samples, but also by the complexity of the model. Almost all models may be rejected (Benetler & Bonett, 1980; Marsh & Hocevar, 1985; Marsh, Balla, & McDonald., 1988), is not a practical indicator, so it is rarely used, but it is the basis for the calculation of many fitness indicators, so it needs to be presented in SEM analysis.

2.6.2 The fitness index (goodness of fit index, GFI)

The closer the GFI value is to 1, the higher the mode fit; otherwise, the lower the mode fit. Generally, scholars suggest that a GFI value greater than 0.9 indicates a good adaptation of the model (Bentler, 1983; Hu & Bentler, 1999; Huang Fangming, 2007). The larger the number of samples, the larger the GFI will be, but if the remaining degrees of freedom are large, GFI will produce a downward bias (underestimation), unless the estimated parameters are very large, it is recommended in this case. AGFI is used (although Bollen (1990) suggests that AGFI will be underestimated when the sample size is small), Doll, Xia, and Torkzadeh (1994) argue that when the estimated parameters of the model become larger, it will be difficult to reach the 0.9 standard. It is recommended that the standard be relaxed to 0.8.

2.6.3 the adjusted goodness of fit index (AGFI)

When calculating GFI, the degree of freedom is taken into account after designing the model fit index. When the number

of parameters is larger, the AGFI index value will be larger, and the more favorable the ideal fit, when the model is just right, AGFI The value may exceed 1. Generally, the AGFI value is greater than 0.9 as the fitness threshold (Bentler, 1983; Hu & Bentler, 1999; Huang Fangming, 2007), indicating good compatibility. However, once the estimated parameters of the model increase, sometimes it will be difficult to reach 0.9, and Bollen (1990) and Hu and Bentler (1995) also mention that AGFI will be underestimated when the sample size is small, so MacCallum and Hong (1997)) It is recommended to relax to 0.8

2.6.4 Standardized root mean square residual (SRMR)

RMR has only a lower limit of 0 and no upper limit. The closer the RMR is to 0, the better the fit. It is generally recommended that RMR < 0.05 means that the model has a good fit. However, since there is no upper limit for RMR, it is a non-standardized value. Even if it is higher than the threshold of general recognition, it does not necessarily mean that the model is not good. Since RMR is more difficult to interpret, SRMR is recommended to replace RMR. The smaller the SRMR, the better the model fits. SRMR=0 means perfect fit, less than 0.05 is generally called good fit (Jöreskog & Sörbom, 1989), less than 0.08 is generally called acceptable fit (Qiu Yizheng, 2011; Zhang Weihao, 2011), but some scholars believe that the value is lower than Even 0.08 is a good mode fit (Hu & Bentler, 1999). The SRMR is also affected by the number of samples. The larger the number of samples or the more estimated parameters, the smaller the SRMR.

2.6.5 Root mean square error of approximation (RMSEA)

RMSEA is also a kind of deficiencies index. The larger the value, the less suitable the hypothetical model and the data are. It is a model fit index that has been paid much attention in recent

years, and many studies show that this indicator is more ideal than many other indicators (Browne & Arminger , 1995; Browne & Cudeck, 1993; Marsh & Balla, 1994; Steiger, 1990; Sugawara & MaCallum, 1983). If RMSEA is less than 0.05, indicating good model fit (Browen & Mels, 1990; McDonald & Ho, 2002; Schumacker & Lomax, 2004; Steiger, 1989), Hu and Bentler (1999) suggest that RMSEA should be less than or equal to 0.06, if Between 0.05 and 0.08, the model has a good fit (McDonald & Ho, 2002; Huang Fangming, 2007). If the index exceeds 0.10, the model is quite unsatisfactory (Browne & Cudeck, 1993). Although RMSEA is less affected by the number of samples, RMSEA is overestimated in very small samples (Fan, Thompson, & Wang, 1999).

2.6.6 Normed-fit index (NFI)

NFI is another option for CFI, with values ranging from 0 to 1, usually using NFI values greater than 0.9 (Bnetler & Bonett, 1980; Qiu Yizheng, 2011), while Schumacker and Lomax (2004) consider NFI to be greater than 0.95. 0.9~0.95 is acceptable. However, Ullman (2001) pointed out that since NFI will be underestimated when the number of samples is small, it is recommended to relax to the standard of 0.8 in this case. In addition, NFI cannot respond to mode reduction, so the more parameters are estimated, that is, the more complex the model, the higher the NFI, so scholars usually prefer NNFI.

2.6.7 Non-normed fit index (NNFI)

NNFI, also known as TLI (Tucker-Lewis Index), is an adjustment indicator for NFI. Because NFI is underestimated in small samples and large degrees of freedom (Bearden, Sharma, & Teel, 1982), NNFI's complexity of the model. Considering it, TLI close to 1 means that the fit is good. Although NNFI has improved the NFI problem, it makes NNF have a possibility beyond the range of 0~1. It shows that the volatility of this indicator is large and may be lower than other indicators, so it is easy for other indicators to show good fit. However, NNFI shows contradictory conclusions about poor fit. Marsh, Balla, and Hau (1996) found that NNFI is almost unaffected by the number of samples, and is therefore a metric for the SEM report that is often cited as a standard, usually using a NNFI value greater than 0.9 (Bnetler & Bonett, 1980; Qiu Yizheng, 2011). There are very few scholars who use 0.8 as the standard because TLI is usually lower than GFI (Zhang Weihao, 2012). However, Hu and Bentler (1999) suggested that the TLI should be greater than 0.95, and the model less than 0.9 may

have to be reset.

2.6.8 Relative fit index (RFI)

The RFI is derived from NFI and its range is between 0 and 1. The larger the value, the better the mode adaptation. It is generally considered that when the RFI value is greater than 0.9, the mode is acceptable (Bollen, 1989; Huang Fangming, 2007), if the RFI value is greater than or equal to 0.95, then the mode is quite adapted (Hu & Bentler, 1999).

2.6.9 Growth fit index (incremental fit index, IFI)

In general, IFI is greater than or equal to 0.9 for model acceptance (Zhang Weihao, 2011; Huang Fangming, 2007). The value of IFI may be greater than 1 in some cases, and IFI is less affected by the number of samples, so it is quite popular among researchers.

2.6.10 Comparative Fit Index (CFI)

CFI is similar to NFI, but it penalizes the number of samples, so CFI is as unaffected by the size of the sample as RMSEA (Fan, Thompson, & Wang, 1999), even under small samples, CFI is mode matched. The performance is still fairly good (Bentler, 1995). The CFI is between 0 and 1. The closer the CFI index is to 1, the more ideal the model fit is, indicating that it can effectively improve the centrality. Traditionally, CFI is better than 0.9 (Li Maoneng, 2006; Chen Zhengchang, Cheng Binglin, Chen Xinfeng and Liu Zijian, 2003; Zhang Weihao, 2011). Some scholars believe that it is necessary to use a threshold greater than .95 to assess the degree of mode adaptation (Bentler, 1995; Hu & Bentler, 1999; Qiu Yizheng, 2011), but 1 does not mean perfect fit, only represents The model chi-square value is less than the degree of freedom of the hypothetical model. CFI is also a commonly used indicator in nested structures, and the size of the CFI difference in the nested structure model determines whether the model is different (Cheung & Rensvold, 2002)

3. Methodology

The methodology is discussed in terms of our measures, the questionnaire development, sampling and data collection process and, lastly, data analysis. We begin by outlining the measures used in our study.

3.1. Sampling method

Survey questionnaire was sent to Indonesian students in Cheng Siu University. The questionnaire was translated from English into Indonesia. Questionnaire will be specific designed and discussed with thesis advisor in order to use for collecting data in this study. The questionnaire will be developed in English following from prior and diverse public literatures and because English is the language that is common among international students. However, due to the sample group of this study are all Indonesian people, the questionnaire is essential to be translated from English into Indonesia following the official language usage to prevent the misunderstanding in answering data. The data used in this research will be collected from the sample group, which are general Indonesia people who have studied university in Taiwan , The data collection process took around one month, starting from the mid of March to the mid of April 2012 by using Google document to create online questionnaires. We then spread the questionnaires via Google Form . The original numbers of data gotten from survey are 231 respondents.

3.2 Summary of Hypothesis.

There are hypothesis in this present study:

H1: There is correlation between Pull Factor Study Abroad and Student Satisfaction

H1a: In Pull factor Study Abroad, of the Embeddedness, National Embeddedness will have a nonsignificant effect on Intrinsic Motivation of studying abroad.

H1b: In Pull factor Study Abroad, Language proficiency will have a nonsignificant effect on Intrinsic Motivation of studying abroad.

H1c: In Pull factor Study Abroad, Cultural will have a nonsignificant effect on Intrinsic Motivation of studying abroad.

H1d: In Pull factor Study Abroad, Social and Family Embeddedness will have a nonsignificant effect on Intrinsic Motivation of studying abroad.

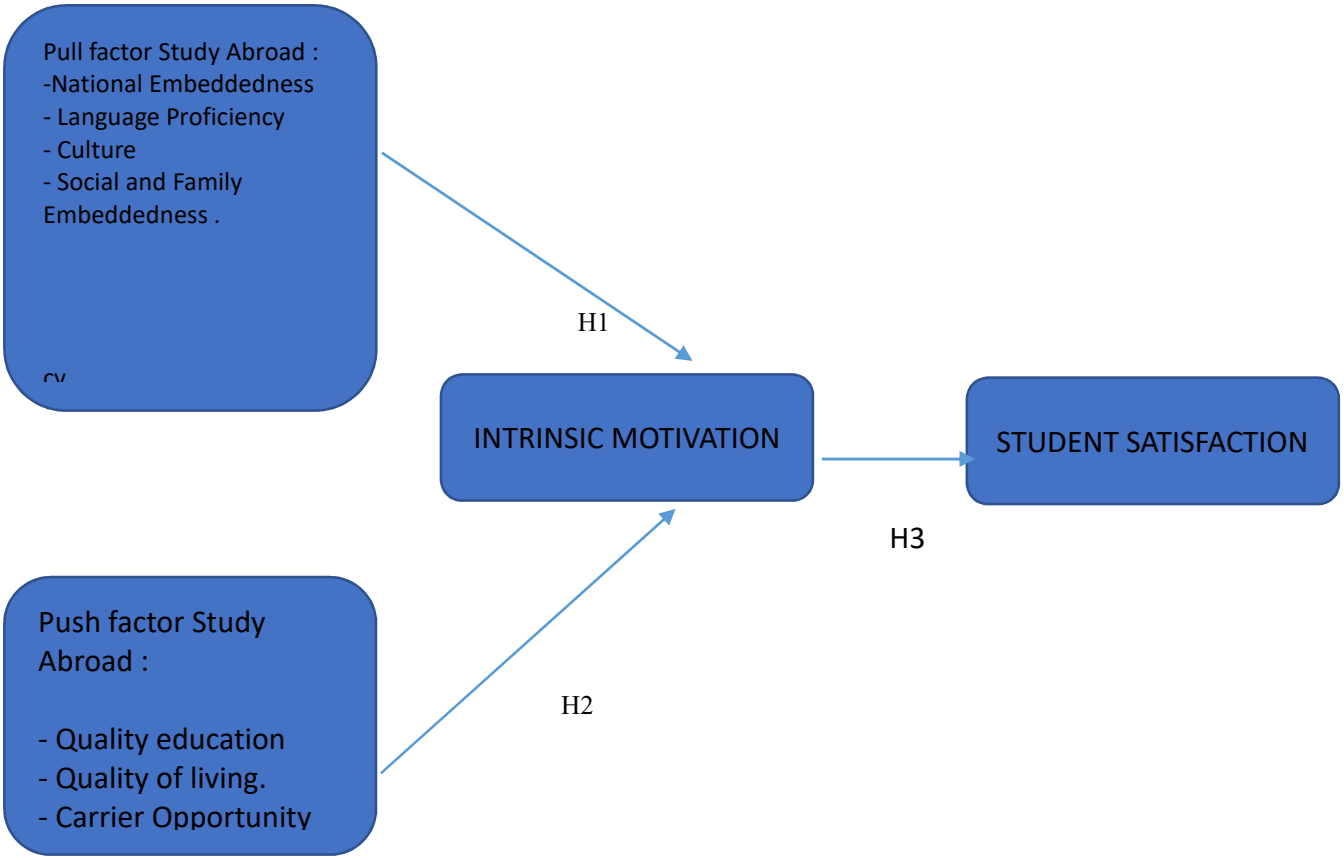
H2: There is correlation between Push Factor Study Abroad and Student Satisfaction

H2 a In Push factor Study Abroad, Quality Education will have a significant positive effect on Intrinsic Motivation of studying abroad.

H2 b: In Push factor Study Abroad, Quality Living will have a significant positive effect on Intrinsic Motivation of studying abroad.

H2 c: In Push factor Study Abroad, Career Opportunity will have a significant positive effect on Intrinsic Motivation of studying abroad.

H3: Intrinsic Motivation of studying abroad will have significant positively effect on Student Satisfaction



3.1 Research Framework.

3.3 Exploratory Research Data analysis

The data analysis was conducted in this study. Especially the questionnaire was analyzed by the software SPSS.

3.4 Exploratory Research Descriptive Statistic Analysis

Descriptive statistics is the most basic statistical method for sorting, categorizing, simplifying, or mapping the data obtained in the study into graphs and tables for describing and summarizing the characteristics of the data (for example, demographic variables). Descriptive statistics mainly provide the concentration trend, dispersion and correlation strength of the data, such as: mean (X), number of times, etc., and explain the characteristics of the sample.

3.5 Exploratory Research Reliability and validity analysis

Each factor is determined by Cronbach's α system and measures the internal consistency between the items. If the value of α is larger, it means that the correlation between the various items in this factor is greater, that is, the higher the internal consistency, the higher the reliability is.

3.6 Pearson

Analysis of the effects of more than two different degrees of independent variable corresponding variables, if the analysis of the variance reached a significant level, this Use Scheffe's multiple comparison analysis and determine which groups are different.

3.7 SEM Model (Structural Equation Model)

Structural equation model analysis (SEM) using IMB SPSS Amos 21 (Arbuckle, 2012) was used to test the hypothesis. As a data analysis procedure, SEM can be used to analyse both measurement and structural models. This study focused on analyse the structural model, which can be analysed independently from the measurement model (Meyers et al., 2013). The following criteria are generally used to measure model fit (Myers et al., 2013): The chi-square ($\chi 2$) likelihood ratio statistic, the goodness-of-fit index (GFI), the normed fit index (NFI), the comparative fit index (CFI), and the root mean square error of estimation (RMSEA). The chi-square ($\chi 2$) likelihood ratio statistics is the most important absolute fit index, and tests for the difference between the theoretical model and the empirical model (Meyers et al., 2013). A significant $\chi 2$ indicates that the theoretical model does not fit the empirical data, while a non-significant $\chi 2$ indicates a good fit.

4 Result

4.1 Descriptive Statistic Analysis

Table 4.1 Descriptive analysis

Control Variable	Categories	Frequency	Percentage
Gender	Male	129	55.6
	Female	102	44.0
Age	17-20	121	52.2
	21-24	100	43.1
	25~28	8	3.4
	29~32	2	0.9
College	College of Engineering	113	48.7
	College of Management	92	39.7
	College of Life and Creativity	26	11.2
Education Background: Highest Degree	High School or below	153	65.9
	Bachelor's Degree	60	25.9
	Master's Degree	11	4.7
	Doctorate and above	7	3.0
Degree to pursue:	Bachelor's Degree	22	9.5
	Master's Degree	105	45.3
	Doctorate and above	104	44.8
Which university you come from?	正修科技大學	148	63.8
	樹德大學	31	13.4
	國立師範大學	32	13.8
	義守大學	20	8.6
Prior International Experience Have you ever been or lived overseas before?	Yes	148	63.8
	No	83	35.8
Have you ever studied higher degree overseas before?	Yes	22	9.5
	No	209	90.5
Regarding that you have ever been overseas, how long have you lived there?	Less than 1 month	106	71.7
	1-3 months	24	16.4
	3-6 months	15	12.1

The measure attributes of the respondents are shown in table 3-1. There are 7 items including gender, age, college, highest degree, degree to pursue, university, prior abroad experience, The output indicates that all of respondents are Indonesian with 55.6% or 129 of 231 respondents are male. The average age of respondents are 17-20 years old. 52.2% and 65.9% of respondents' education background or highest degree is high school or below, so most of the respondents plan to study in Master (45.3%). And most of the college is from college of engineering(48.3% or 113). Most of the respondents are from Cheng Siu University. And Most of the respondents have ever been abroad before (63.8%), which 71.7% of all respondents living abroad less than 1 month for longest period.

4.2 Reliability and validity analysis.

4.2.1 Pull and Push Factor

The results showed that all of pull of factor have Cronbach's alpha value greater than 0.7. There are 7 factors have alpha greater than 0.8 including National embeddedness, Language Proficiency, Culture, Social and Family embeddedness(pull factor), Quality Education, Quality Living, Career Opportunity. It means these factors totally acceptable and all of these items have the reliability. Results of reliability coefficient test are shown as Table 4.2.

Table 4.2 Cronbach's alpha results of Pull and Push Factor

No	Factor	Number Of Item	Cronbach's α
1	National Embeddedness	5	0.950
2	Language Proficiency	5	0.550
3	Culture	8	0.917
4	Social and Family Embeddedness	10	0.923
5	Pull Factor	4	0.856
6	Quality Education	6	0.876
7	Quality Living	7	0.902
8	Career Opportunity	5	0.929
9	Push Factor	3	0.804

4.2.2 Intrinsic Motivation

In reliability analysis, the results indicated that Intrinsic Motivation a valid variable because Cronbach's alpha was 0.922 and Corrected Item-Total Correlation greater than 0.3. Table 4.3 showed the Cronbach's alpha results of Intrinsic Motivation.

Table 4.3 Cronbach's alpha results of Intrinsic Motivation

No	Factor	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
	Cronbach's α = 0.922				
1	Intrinsic Motivation 1	20.65	11.403	0.684	0.926
2	Intrinsic Motivation 2	20.75	10.493	0.836	0.896
3	Intrinsic Motivation 3	20.71	10.442	0.856	0.892
4	Intrinsic Motivation 4	20.71	10.626	0.800	0.904
5	Intrinsic Motivation 5	20.61	10.829	0.812	0.901

4.2.3 Student Satisfaction.

In reliability analysis, the results indicated that Intrinsic Motivation a valid variable because Cronbach's alpha was 0.950 and Corrected Item-Total Correlation greater than 0.3. Table 4.4 showed the Cronbach's alpha results of Student Satisfaction.

Table 4.4 Cronbach's alpha results of Student Satisfaction..

No	Factor	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
	Cronbach's α = 0.950				
1	Student Satisfaction 1	20.36	14.711	0.843	0.941
2	Student Satisfaction 2	20.42	14.949	0.870	0.936
3	Student Satisfaction 3	20.41	14.974	0.858	0.938
4	Student Satisfaction 4	20.30	15.176	0.860	0.938
5	Student Satisfaction 5	20.27	15.182	0.878	0.935

4.4 Pearson

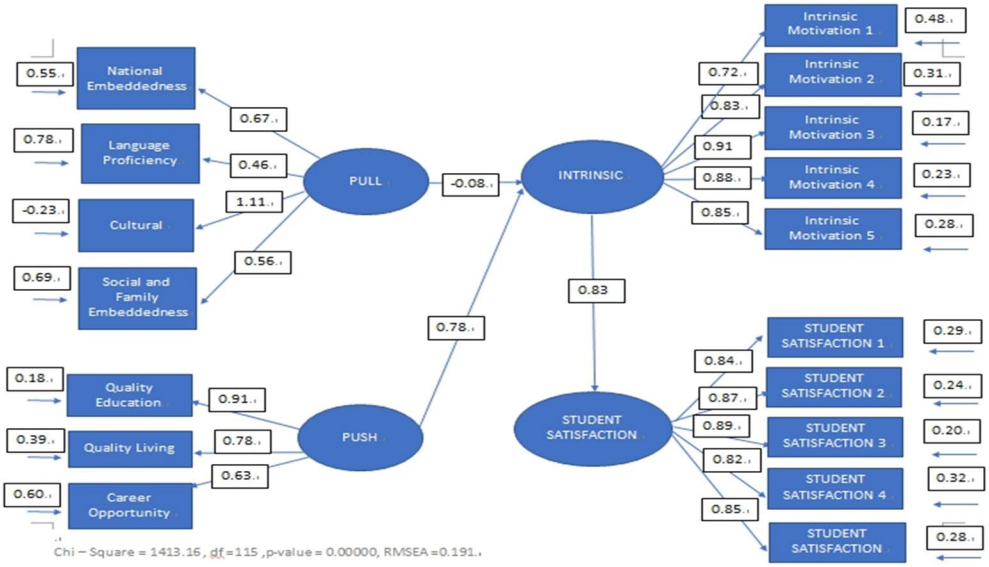
In order to verify the erection proposed in this study, before the SEM (Structural Equation Model), this study used Pearson correlation coefficient verification to analyze the relevant factors. Table 4.5 shows the degree of correlation between the various variables of Pull and Push Factor, Intrinsic Motivation and Student Satisfaction, and there is a significant positive correlation between each variable.

Table 4.5 Pearson Result.

Pull Factor	Pearson Correlation	1										
	Sig. (2-tailed)											
National Embeddedness	Pearson Correlation	.728**	1									
	Sig. (2-tailed)	.000										
Language Proficiency	Pearson Correlation	.867**	.483**	1								
	Sig. (2-tailed)	.000	.000									
Culture	Pearson Correlation	.843**	.512**	.643**	1							
	Sig. (2-tailed)	.000	.000	.000								
Social and Family Embeddedness	Pearson Correlation	.906**	.539**	.737**	.695**	1						
	Sig. (2-tailed)	.000	.000	.000	.000							
Push Factor	Pearson Correlation	.713**	.396**	.628**	.731**	.625**	1					
	Sig. (2-tailed)	.000	.000	.000	.000	.000						
Quality Education	Pearson Correlation	.706**	.416**	.602**	.746**	.601**	.890**	1				
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000					
Quality Living	Pearson Correlation	.690**	.345**	.635**	.659**	.644**	.879**	.711**	1			
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000				
Career Opportunity	Pearson Correlation	.409**	.252**	.345**	.457**	.326**	.783**	.579**	.470**	1		
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000			
Intrinsic Motivation	Pearson Correlation	.604**	.404**	.498**	.703**	.450**	.789**	.748**	.626**	.657**	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000		
Student Satisfaction	Pearson Correlation	.602**	.451**	.486**	.664**	.450**	.706**	.656**	.550**	.613**	.805**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	

4.5 SEM Model (Structural Equation Model)

Figure 4.1 SEM Model (Structural Equation Model).



Degrees of Freedom = 115, Minimum Fit Function Chi-Square = 1783.31 (P = 0.0), Normal Theory Weighted Least Squares Chi-Square = 1413.16 (P = 0.0), Estimated Non-centrality Parameter (NCP) = 1298.16, 90 Percent Confidence Interval for NCP = (1180.71 ; 1423.04) , Minimum Fit Function Value = 5.75, Population Discrepancy Function Value (F0) = 4.19, 90 Percent Confidence Interval for F0 = (3.81 ; 4.59)

Root Mean Square Error of Approximation (RMSEA) = 0.19, 90 Percent Confidence Interval for RMSEA = (0.18 ; 0.20). P-Value for Test of Close Fit (RMSEA < 0.05) = 0.00, Expected Cross-Validation Index (ECVI) = 4.80, 90 Percent Confidence Interval for ECVI = (4.42 ; 5.21, ECVI for Saturated Model = 0.9 ECVI for Independence Model = 39.63 , Chi-Square for Independence Model with 136 Degrees of Freedom = 12250.55, Independence AIC = 12284.55, Model AIC = 1489.16, Saturated AIC = 306.00, Independence CAIC = 12365.12, Model CAIC = 1669.28, Saturated CAIC = 1031.19

Normed Fit Index (NFI) = 0.85 , Non-Normed Fit Index (NNFI) = 0.84, Parsimony Normed Fit Index (PNFI) = 0.72, Comparative Fit Index (CFI) = 0.86, Incremental Fit Index (IFI) = 0.86, Relative Fit Index (RFI) = 0.83 Critical N (CN) = 27.63, Root Mean Square Residual (RMR) = 0.13, Standardized RMR = 0.13, Goodness of Fit Index (GFI) = 0.65, Adjusted Goodness of Fit Index (AGFI) = 0.54, Parsimony Goodness of Fit Index (PGFI) = 0.49.

5 Conclusion

5.1 Analysis Conclusion

This present study to focuses on advantages of studying abroad and provides some tips of making the most of a studying abroad Experience. From the hypothesis above the study there is a correlation between the study abroad satisfaction and student' satisfaction among the Indonesian students in Taiwan. From this study, Taiwanese government and universities can achieve some insights about how Indonesian students made here their study destination, from that they can develop policies and solutions to help not only Indonesian student but international students precisely.

The results of this study based on SEM (Structural Equation Model) the result in figure 4.1 suggest that this model in Pull factor Study Abroad of the Embeddedness, National Embeddedness, Language proficiency, Cultural and Social, Family Embeddedness will have a nonsignificant effect on Intrinsic Motivation of studying abroad with number (-0.08). In Push factor study abroad, Quality Education, Quality Living and Career Opportunity will have significant positively on Intrinsic Motivation with the number (0.78). Intrinsic Motivation can positively influence student's satisfaction with the number (0.83).

We hope that the results of this study will give more understanding to the field of education not only about satisfaction to study abroad of students, but the research hopefully can be applied to the other fields of study for example psychological study, consumer study, or even expatriate-repatriate study.

5.2 Limitation

This study has several limitations and areas inspire other researchers to do for future study. The first concern is about the variables of this study since there are many other variables that would undeniably affect intention to study abroad. Apparently samples are the original variables of pull factors in previous study such as economics link between home and host country, the reputation of host country or the institution, geographic vicinity (Mazzarol & Soutar, 2002; Yang, 2007), or another interesting variables in other prior literatures such as fearing of discrimination, recommendation from relatives and friends, anxiety over difficulties in foreign countries (Pimpa, 2005; Van Der Meid, 2003) can be used in future research in order to see more results from another point of view.

Second limitation of the study may come from the development of questionnaire in this study. Since we developed the pull factors in this study base on expatriate-repatriate literature and also applied the questionnaire items from that source, the

questions to ask respondents may not appropriate that make respondents misunderstood, continuously, cause the errors of measurement in reliability and validity test, one possibility is because of unsuitable questions in that factor.

Third, the sample group of this research was collected from Taiwan's Indonesian student. Notwithstanding the online survey was used to conduct in this research, which even can add the approachability to collect data from variety of sample group, but this could possibly still has the sampling bias problem. The result from table 4.1 shows that 63.8% of respondents have the experience to abroad before, this could possibly not characterize the total suitable people in general. With the difference of sample group, the result perhaps could be different. Moreover, this research undoubtedly has tendencies within particular backgrounds because all of the respondents in this study are Indonesian people, so research should be extend to conduct other countries in order to see the consistency of another finding result if it is the same as we study or not.

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